

Grade 8 Social Studies Year-Long Overview

Students in social studies should explore key questions through multiple sources to develop claims about social studies content. As such, teachers must create instructional opportunities that delve deeply into **content** and guide students in developing and supporting **claims** about social studies concepts.

Grade 8 Content Focus	Grade 8 Claims
<ul style="list-style-type: none"> • Geography of Louisiana • Humans and the environment both impact and are impacted by each other • Unique aspects of Louisiana culture, economy, and government 	<ul style="list-style-type: none"> • What are the physical characteristics of Louisiana and how did this impact the development of our state? • What are the causal relationships between events in Louisiana history? • How has Louisiana been impacted by geography, historical events, politics, and the economy?

Content: Students begin to understand the unique attributes that shaped Louisiana from native inhabitants to the present. By exploring the different influences on Louisiana, students explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas. To accomplish this, they:

- Use key questions to build understanding of content through multiple sources
- Corroborate sources and evaluate evidence by considering author, occasion, and purpose

Claims: Students develop and express claims through discussions and writing which examine the impact of relationships between ideas, people, and events across time and place. Students evaluate primary and secondary sources to deepen their understanding and to support their own claims about the content. To accomplish this, they

- Recognize recurring themes and patterns in history, geography, economics, and civics
- Evaluate the causes and consequences of events and developments

Sample Scope and Sequence

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Prehistory, Exploration, and Early Contact	Colonial Period – Louisiana Purchase	Territorial Period – End of 19 th Century	Early 20 th Century – Civil Rights Movement	Being a Citizen of Louisiana	Louisiana’s Economy
August – Mid-September	Mid- September- Mid- October	Mid- October - December	January – February	March – Mid-April	Mid-April – May
GLEs¹ : 8.1.1-2, 8.2.1-2, 8.3.1-3, 8.4.1-2	GLEs : 8.1.1-2, 8.2.2-5, 8.3.1-3, 8.4.2, 8.7.1-2, 8.10.3	GLEs : 8.1.1-2, 8.2.2, 8.2.4-6, 8.3.2, 8.6.1, 8.7.1	GLEs : 8.1.1-2, 8.2.7-9, 8.4.3	GLEs : 8.1.1-2, 8.6.1-3, 8.8.1-2, 8.5.1-2	GLEs : 8.1.1-2, 8.2.10, 8.7.2, 8.9.1-3, 8.10.1-5

¹ Note: The GLEs apply to every unit as they describe the historical thinking skills students should use to learn and demonstrate understanding of social studies content.

Unit 1: Prehistory, Exploration, and Early Contact

(August–Mid-September)

Unit overview: In this unit students explore how geographical features shaped Louisiana’s early influences. This sets the stage for the unit to follow where students explore the how various countries competed for control of Louisiana.

Topic and Days	Content and Claims	Possible Sources
<p>Culture and Ethnic Groups</p> <p>10 days</p>	<ul style="list-style-type: none"> • What caused the diffusion of Louisiana’s major ethnic groups and how did their dispersion culturally affect Louisiana? (8.4.2) • How do ethnic groups in Louisiana expand their culture? Why is expansion essential to the preservation of Louisiana culture? (8.4.2) 	<p>Possible Sources</p> <ul style="list-style-type: none"> • Evangeline: A Tale of Acadie, Henry Wadsworth Longfellow • St. Bernard Islenos, Los Islenos • Exile Destination: Louisiana, Acadian-Cajun Genealogy & History • A Short History of the Acadians and Cajuns, LSU Health Sciences Center • German Settlers in Louisiana and New Orleans, Historic New Orleans Collection
<p>Historic Native American Tribes</p> <p>10 days</p>	<ul style="list-style-type: none"> • How did the settlement of early historic Native American tribes contribute to the development of Louisiana? (8.2.1) • Geographically, how were the settlements of Native Americans useful to the French and Spanish explorers? (8.2.2, 8.3.1-3, 8.4.1) 	<p>Possible Sources</p> <ul style="list-style-type: none"> • Early Exploration, Know LA • http://povertypoint.us/, Poverty Point • Native American Tribes of Louisiana, American Indians in Louisiana • Maps of Louisiana' Living Traditions, Folk life in Louisiana

Unit 2: Colonial Period–Louisiana Purchase

(Mid-September–Mid-October)

Unit overview: In this unit students explore the colonization of Louisiana and the motivations for countries to claim and control this territory. This sets the stage for the next unit where students look at how historical events shape Louisiana from territory to state.

Topic and Days	Content and Claims	Possible Sources
<p>Colonial Period</p> <p>10 days</p>	<ul style="list-style-type: none"> • What geographical features attracted the French and the Spanish to Louisiana settlements? (8.2.3, 8.3.1-3) • How did similarities and differences between ethnic groups cause cooperation or conflict between Native Americans and the French and Spanish colonies? (8.2.4, 8.4.2) • How did events during the colonial period influence the economic growth and development of Louisiana? Justify your answer. (8.10.3) 	<p>Possible Sources</p> <ul style="list-style-type: none"> • French Colonial Louisiana , Know LA (economic growth addressed here) • Louisiana as a French Colony , Library of Congress • Colonial Louisiana , LA: Culture, Recreation, Tourism • Maps of French Settlement , La Tech • Maps of Spanish Settlement in Louisiana , La Tech • Spanish Settlement in Louisiana , La Tech • Spanish Colonial Louisiana , Know LA (economy covered here as well) • Spanish settlements and interactions with Native Americans , Louisiana Folklife • "Still Stands the Forest Primeval," (scroll down to page 4) Historic New Orleans Collection
<p>Louisiana Purchase</p> <p>15 days</p>	<ul style="list-style-type: none"> • Why was America motivated to purchase Louisiana from France? (8.2.3, 8.7.1) • Was America’s decision to purchase Louisiana wise? Was the decision constitutional? (8.2.2-3, 8.2.5) • How did the Port of New Orleans affect the international economy as a result of the Louisiana Purchase? (8.7.2) 	<p>Possible Sources</p> <ul style="list-style-type: none"> • "Louisiana Purchase Concluded," History.com • European Explorations and the Louisiana Purchase , Library of Congress • <i>The Louisiana Purchase</i>, Elizabeth Dana Jaffe • <i>The Louisiana Purchase: The Deal of the Century That Doubled the Nation</i>, David Schaffer • "How the Louisiana Purchase Changed the World" , Smithsonian Magazine • History and Timeline of Port of New Orleans , Port of New Orleans

Unit 3: Territorial Period-End of 19th Century

(Mid-October–December)

Unit overview: In this unit students explore the evolution of Louisiana’s economy, society and politics as it evolved from a territory to Reconstruction. This sets the stage for the next unit in which students will explore Louisiana’s political and social climate during the Civil Rights movement.

Topic and Days	Content and Claims	Sample Tasks and Possible Sources
Louisiana’s Early American Era <i>5 days</i>	<ul style="list-style-type: none"> What challenges emerged when joining the United States? (8.2.5) What was the geographic and economic importance of New Orleans in the War of 1812? (8.2.2, 8.2.5, 8.3.2, 8.7.1) 	<p>Sample Task</p> <ul style="list-style-type: none"> Louisiana Instructional Task <ul style="list-style-type: none"> Battle of New Orleans <p>Possible Sources</p> <ul style="list-style-type: none"> <i>New Orleans</i>, David C. King <i>The War of 1812</i>, Don Nardo New Orleans, 1815: The Battle of New Orleans, Indiana University Bloomington New Orleans in the War of 1812
Antebellum Era <i>15 days</i>	<ul style="list-style-type: none"> How were the ethnic groups of Antebellum Louisiana similar and different and what were their contributions? (8.2.6) What were some of the conflicts caused between the Americans and Creoles when forming a new government? (8.2.4, 8.2.6) How do the principles of Napoleonic Code and common law compare? (8.6.1) Analyze the industries that comprised Louisiana’s economy during the antebellum era? Predict future industries based on these. (8.2.6) 	<p>Possible Sources</p> <ul style="list-style-type: none"> Antebellum Louisiana , Know LA Antebellum Louisiana: Urban Life , Louisiana Department of Culture, Recreation and Tourism An Ethnic Geography of New Orleans: Ethnic Geographies of Antebellum New Orleans , Journal of American History Louisiana Governors: Statehood/Antebellum Period, Louisiana Secretary of State The Common Law and Civil Law Traditions , Berkeley Antebellum Louisiana: Agrarian Life , Louisiana Department of Culture, Recreation and Tourism
Civil War Era <i>10 days</i>	<ul style="list-style-type: none"> What were the effects of the Civil War on Louisiana, and how did it impact growth and development in Louisiana? (8.2.5, 8.7.1) 	<p>Possible Sources</p> <ul style="list-style-type: none"> Civil War Louisiana , Know LA Louisiana in the Civil War , Louisiana Civil War
Reconstruction <i>5 days</i>	<ul style="list-style-type: none"> Compare and contrast the politics and economy of the antebellum period to reconstruction. (8.2.6) What were the successes and challenges of Reconstruction in Louisiana? (8.2.6) 	<p>Possible Sources</p> <ul style="list-style-type: none"> Reconstruction , Know LA Reconstruction Timeline , <i>Harper’s Weekly</i>

Unit 4: Early 20th Century – Civil Rights Movement

(January–February)

Unit overview: In this unit students explore how Louisiana responds to changing times from the turn of the twentieth century through the Civil Rights movement. This sets the stage for the next unit where students will explore citizenship and how those roles, rights, and responsibilities relate to the government and environment of Louisiana.

Topic and Days	Content and Claims	Sample Tasks and Possible Sources
<p>Populism and Power</p> <p>10 days</p>	<ul style="list-style-type: none"> What are the similarities and differences between the major political parties during the Populist and Progressive movements? (8.2.7) How are the the constitutions of 1868 and 1898 similar and/or different and what was the collective effect of both documents? (8.2.7) Evaluate the effects of Jim Crow Laws and <i>Plessy v Ferguson</i> on Louisiana. (8.2.7) What industries arose in Louisiana during the end of the 19th century and beginning of the 20th century, and what was their economic and cultural impact on the state? (8.2.7, 8.4.3) What was the impact of the Progressive Movement on Louisiana? (8.2.7) 	<p>Possible Sources</p> <ul style="list-style-type: none"> The Bourbons and the Redeemers , Boundless U.S. History Textbooks Populism , Know LA <i>The Louisiana Populist Movement, 1881-1900</i>, Donna A. Barnes About the Louisiana Populist (primary source) , Library of Congress The 1868 Constitution (breakdown) , In Motion Constitution adopted by the State Constitutional Convention of the state of Louisiana, March 7, 1868 , Internet Archive Constitution of the state of Louisiana, May 12, 1898 , Internet Archive "Reading the Fine Print: The Grandfather Clause in Louisiana" , History Matters Jim Crow , Know LA "White Only: Jim Crow in America" , Smithsonian Plessy v. Ferguson , Know LA "Louisiana Industry: 1873-74" , Historical Tidbits Images of Industry in LA 19th Century , Google Images Images of Industry in LA early 20th Century, Google Images The Economic Development of Southwest LA 1865-1900 , McNeese The Progressive Era in Louisiana , Know LA
<p>Huey Long</p> <p>10 days</p>	<ul style="list-style-type: none"> What cultural and political changes occurred in Louisiana in the 1920s and how did they impact Louisiana and the nation? (8.2.7) How did the floods of 1927 	<p>Sample Task</p> <ul style="list-style-type: none"> Louisiana Instructional Task <ul style="list-style-type: none"> Huey Long <p>Possible Sources</p> <ul style="list-style-type: none"> Fatal Flood: clips, timeline, pics and map, PBS

	<p>affect Louisiana? (8.2.7)</p> <ul style="list-style-type: none"> Who was Huey Long and how did he influence Louisiana? (8.2.7) How did the Great Depression affect citizens of Louisiana? (8.2.7) 	<ul style="list-style-type: none"> Great Flood of 1927 , Know LA "Share the Wealth: Huey Long Talks to the Nation" , History Matters Great Depression in Louisiana , Know LA "The Flood of 1927 and the Great Depression: Two Delta Disasters" , Louisiana Folklife <i>Local Reaction to the Great Depression in New Orleans, 1929-1933</i>, Roman Heleniak
<p>WWII 5 days</p>	<ul style="list-style-type: none"> What were Louisiana's major contributions to World War II? (8.2.8) What changes occurred in Louisiana during the post-World War II period? (8.2.8) 	<p>Possible Sources</p> <ul style="list-style-type: none"> World War II - Louisiana Maneuvers , Velmer Lenora Smith Higgins Boats at a Glance, WWII Museum World War II , Know LA "When Boys Began to Leave:" Louisiana Recalls World War II , LSU Library
<p>Civil Rights Movement 5 days</p>	<ul style="list-style-type: none"> What was the impact of the Civil Rights movement on citizens and government in Louisiana? (8.2.9) What social and political changes occurred because of the Civil Rights movement in Louisiana? (8.2.9) 	<p>Possible Sources</p> <ul style="list-style-type: none"> The Civil Rights Bus Boycott , NPR African Americans of Florida Parishes, Louisiana, demand civil rights protection, 1967 , Swarthmore College Louisiana Women in the Civil Rights Movement , Know LA Ruby Bridges Biography , Biography.com

Unit 5: Being a Citizen of Louisiana

(March–Mid-April)

Unit overview: In this unit students explore what it means to be a citizen of Louisiana and how Louisiana’s state government compares to and connects with our national government. This sets the stage for the next unit in which students will explore how Louisiana’s government and citizens both impact and are impacted by the state’s economy.

Topic and Days	Content and Claims	Possible Sources
<p>Louisiana Government</p> <p><i>15 days</i></p>	<ul style="list-style-type: none"> • Why was the 1974 Constitution written and what did it mean for the state of Louisiana? (8.6.1) • How are the preambles of the Louisiana and United States Constitutions similar and/or different? (8.6.2) • Why are we the only state to have parishes as our political boundaries? (8.6.1) • How and why does state government function differently than the United States government? (8.6.1) • How does your local government function and how does it affect you? (8.6.3) 	<p>Possible Sources</p> <ul style="list-style-type: none"> • Your Louisiana and U.S. Senators , Louisiana State Legislature • Constitution of 1974 (actual) , Louisiana State Senate • Preamble of 1974 Constitution , Louisiana State Senate • Preamble the United States Constitution , U.S. Constitution • Parish Government Structure: The Forms of Parish Government , Police Jury Association of LA • History of Parishes , Vermillion Parish Tourist Commission • Government of Louisiana , Louisiana.gov
<p>Citizenship</p> <p><i>10 days</i></p>	<ul style="list-style-type: none"> • Why might citizens want to make changes to a law? What is the process? How is it impactful? (8.8.1) • What are the rights and responsibilities of a Louisiana citizen, and how can we as citizens influence our government on a local, state, and national level? (8.8.1-2) • Why is it important to be an informed citizen, and what public issues, propaganda, and voting issues are we faced with today? (8.8.2) 	<p>Possible Sources</p> <ul style="list-style-type: none"> • How a Bill Becomes a Law: Louisiana , Louisiana.gov • Questions About Bills , Louisiana.gov • Citizens' Rights Under Louisiana's Sunshine Laws, Public Affairs Research Council of Louisiana • How Do Citizens Connect with Their Government, U.S. History.org • Legislation Passed During the Special Session, Office of the Governor • Media and Propaganda in Louisiana , Geaux Vote • Wetland Loss in Louisiana, Louisiana Coast.gov • Study: Suburban sprawl hurts social mobility, Aljazeera America • Ongoing Decay: Tallulah Louisiana, World of Decay • Gentrification in New Orleans: Panel to discuss the changing face of the city, nola.com

<p>The Environment</p> <p><i>5 days</i></p>	<ul style="list-style-type: none">• How do natural phenomena affect us, and what is the impact on the physical environment in Louisiana? (8.5.1)• What are possible consequences of environmental modifications for Louisiana and its inhabitants? (8.5.2)	<p>Possible Sources</p> <ul style="list-style-type: none">• "Damages to Louisiana Agriculture from Natural Disasters", <i>Choices Magazine</i>• Hurricane Impacts on the Coastal Environment, U.S. Geological Survey• "Controlling the River: Maintaining the Mississippi River for National Commerce", America's Wetland Foundation
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Unit 6: Louisiana’s Economy

(Mid-April–May)

Unit overview: In this unit students explore the rich natural resources and industries, as well as the problems plaguing those resources in what makes up Louisiana’s economy.

Topic and Days	Content and Claims	Sample Tasks and Possible Sources
<p>Louisiana’s Resources</p> <p>10 days</p>	<ul style="list-style-type: none"> • How have the natural resources of Louisiana contributed to its economic growth? (8.9.2) • How do supply, demand, and scarcity impact the economy? (8.9.2) • What role does specialization play in Louisiana’s economy? (8.9.1) • What factors affect the production of goods and services in Louisiana, the United States, and the world? (8.9.3) • How will Louisiana continue to grow toward economic, cultural, and political diversity in the 21st century? (8.2.10) • What role do Louisiana’s ports and products play in the international economy? (8.7.2) 	<p>Possible Sources</p> <ul style="list-style-type: none"> • Louisiana's Natural Resources, Department of Natural Resources • Louisiana Economy, Louisiana.gov • Louisiana Industry, Louisiana.gov • History of Sugarcane in Louisiana, LSU Ag Center • Louisiana Sugar Mills, American Sugar Cane League • Oil and Gas, Louisiana Oil and Gas Association • Louisiana Economic Facts, Netstate • "1985: The oil bust hits the New Orleans economy", nola.com • "How Louisiana's Economy Benefits from International Trade and Investment", Business Roundtable • "The Role of Exports in the United States Economy", U.S. Department of Commerce • Port of New Orleans, Port NOLA
<p>Personal Economic Decisions</p> <p>10 days</p>	<ul style="list-style-type: none"> • How does scarcity of resources affect the choices of individuals and communities? (8.10.1) • What decisions have you made recently and what were the cost/benefit and opportunity cost associated? (8.10.2) • What historical factors influence economic growth, development, and interdependence for Louisiana? (8.10.3) • What impact does inflation and unemployment have on different groups in Louisiana? (8.10.4) • What jobs and careers may be right for you and what education or training is necessary for you to obtain them? (8.10.5) 	<p>Possible Sources</p> <ul style="list-style-type: none"> • "A Roe, by Any Other Name", <i>NY Times</i> • Louisiana Labor Force Diversity Data, Louisiana Workforce Commission

History

Standard 1 – Historical Thinking Skills

Students use information and concepts to analyze, interpret, and draw conclusions from historical events.

- 8.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:
- Conducting historical research
 - Evaluating a broad variety of primary and secondary sources
 - Determining the meaning of words and phrases from historical texts
 - Recognizing varied points of view within historical context
- 8.1.2 Construct and interpret a timeline of key events in Louisiana history and describe how they connect to United States and world events

Standard 2 – Key Events, Ideas and People

Students analyze how the contributions of key events, ideas, and people influenced the development of modern Louisiana

- 8.2.1 Describe the contributions of explorers and early settlement groups to the development of Louisiana
- 8.2.2 Explain the importance of the Mississippi River as it relates to historical events throughout Louisiana’s history
- 8.2.3 Analyze push-pull factors for migration/settlement patterns of Louisiana’s inhabitants from French colonization to statehood in 1812
- 8.2.4 Explain how differences and similarities among ethnic groups in colonial Louisiana contributed to cooperation and conflict
- 8.2.5 Analyze causes and effects of major events and evaluate their impact on the growth and development of Louisiana
- 8.2.6 Identify and describe economic, social, and political characteristics of Louisiana during the Antebellum/plantation economy, the Civil War, and the Reconstruction eras
- 8.2.7 Explain major social, political, and economic changes that affected Louisiana during the Progressive, Great Depression, and Huey Long eras
- 8.2.8 Investigate and describe the impact of World War II on Louisiana’s social, political, and economic systems
- 8.2.9 Describe the Civil Rights movement in Louisiana and analyze how it changed the course of Louisiana’s history
- 8.2.10 Predict ways in which Louisiana will continue to grow toward economic, cultural, and political diversity in the 21st century

Geography

Standard 3 – Geography Skills

Students develop spatial understanding through the study of location, distance, direction, pattern, shape, and arrangement.

- 8.3.1 Locate and describe the physical and political features of Louisiana
- 8.3.2 Use maps, charts, and diagrams to ask and answer questions about Louisiana’s geographic features
- 8.3.3 Apply knowledge of geography skills and terms to:
 - create maps and diagrams
 - plot latitude and longitudinal coordinates
 - read and interpret a map
 - use a map to compare Louisiana’s time zone in relation to time zones around the world

Standard 4 – Culture

Students analyze the relationships between cultural groups and physical features of Louisiana.

- 8.4.1 Analyze how the physical features and natural resources of Louisiana affected the migration patterns of cultural groups
- 8.4.2 Describe the causes and effects of cultural diffusion and its impact on diversity in early Louisiana
- 8.4.3 Explain ways in which inventions and technological advances have affected Louisiana’s culture

Standard 5 – Environment

Students analyze the effects of the environment on people and places in Louisiana.

- 8.5.1 Describe how natural phenomena impact the physical environment of Louisiana
- 8.5.2 Analyze and predict consequences of environment modifications on Louisiana and its inhabitants

Civics

Standard 6 – Government: Purposes, Foundation, and Structure

Students examine the foundation, structure, and purposes of Louisiana government and the correlations between local, state, and federal governments.

- 8.6.1 Compare the foundation, function, and powers of the Louisiana and United States Constitutions
- 8.6.2 Compare and contrast the preambles of the Louisiana and United States Constitutions
- 8.6.3 Describe the role of various forms of local government in Louisiana

Standard 7 – Global Awareness

Students interpret the role of Louisiana in a global society.

- 8.7.1 Explain how the United States and world foreign policy have affected Louisiana
- 8.7.2 Evaluate the role and importance of Louisiana ports and products in the international economy

Standard 8 – Civic Literacy

Students examine the rights and responsibilities of Louisiana citizens that enable them to become informed participants in civic life.

- 8.8.1 Describe ways in which citizens can organize, monitor, or influence government and politics at the local, state, and national levels
- 8.8.2 Explain the importance of being an informed citizen on public issues, recognizing propaganda, and knowing the voting issues

Economics

Standard 9 – Resources

Students analyze Louisiana’s natural, human, and capital resources and their connection to the past and present economy.

- 8.9.1 Analyze the role of specialization in Louisiana’s economy
- 8.9.2 Apply the laws of supply and demand to demonstrate the effects on Louisiana products and resources
- 8.9.3 Analyze and explain factors affecting the production and allocation of goods and services in Louisiana, the United States, and the world

Standard 10 – Interdependence and Decision Making

Students use economic knowledge and skills to make decisions as individuals, families, groups, or businesses in the interdependent and changing state, nation, and world.

- 8.10.1 Analyze how scarcity of resources affects the choices of individuals and communities
- 8.10.2 Explain choice/trade-offs, cost/benefits, and opportunity costs related to making personal economic decisions
- 8.10.3 Describe historical factors influencing the economic growth, interdependence, and development of Louisiana
- 8.10.4 Explain the impact of inflation and unemployment on different groups
- 8.10.5 Use a variety of resources to research and present findings about education and training for jobs and careers